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**ABSTRACT**

The fifty-four studies listed in this heavily annotated bibliography cover various aspects of minority student life as well as racism in universities. The yearly reports of a national survey on minority admissions are included, as are reports of the racial censuses of the University of Maryland, College Park from 1969 to 1973. There is also a study on differential admissions by race and sex. Studies of racial attitudes include a comparison of white university students and their parents; the relationship between racial and religious attitudes; differences between white male and female racial attitudes; freshmen's attitudes toward blacks; racial attitudes of white American, Australian, Japanese, and Danish students, and a comparison between Danish and American students (all of these studies use the Situational Attitude Scale (SAS) ); the relationship between racial attitudes, authoritarianism, and dogmatism. Several studies discuss problems of racial attitude measurement using SAS. The problems of racism and sexism and their elimination in schools and universities are covered in five studies. Two studies examine interracial interaction in universities. Prediction of grades and of academic success, and correlates of black and white university students' grades are looked at in three studies. The remaining studies cover test bias research, the attitudes and characteristics of black graduate students, black attitudes toward predominantly white universities, black student attrition, and comparisons of black and white university student computers, of black and white university freshmen's expectations, and of black and white vocational interests. (MC)

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# CULTURAL STUDY CENTER

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## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1976

- 1-76 Minority admissions to large universities: A seven-year national survey. Sedlacek, W.E. and Pelham, J.C.

For the seventh consecutive year, admissions offices of 110 large, primarily white universities, representing all states and the District of Columbia, were surveyed on their admission of new black freshmen and the criteria used to admit those students. Particular emphasis was placed on further effects of budget cuts and on admission criteria for non-black minorities in the 1975 survey. Responses from 107 schools (97%) showed that the national median percent of new black freshmen remained at 5%, as it was in 1974, compared to 6% in 1973, 5% in 1972, 4% in 1971 and 1970, and 3% in 1969. The Southern region was the only region that increased (6% in 1975, 5% in 1974) and is now second only to the Middle States region in new black freshmen enrollment. Non-black minority enrollments of new freshmen were: Spanish speaking Americans, 1.3%; "other" minorities, 1.3%; Asian Americans, 0.8%; and American Indians, 0.3%. Western schools had the highest percentage of non-black minorities (6% Asian Americans; 5% Spanish speaking Americans). While 24% of the schools reported some impact of tighter budgets in minority admissions programs in 1975, this compares with 40% in 1974.

Several statistics from the present study have moved closer to 1973 levels. For instance, the number of schools employing open admissions has increased, as has the mean number of admissions criteria employed by the schools. However, there are a number of counter trends to suggest the strong possibility that we may have reached a plateau, or could have a decrease in future years. The number of special programs is down, as is the number of schools employing different criteria for minority students. The use of recommendations has not changed, and there is virtually no indication that any schools are using non-cognitive admissions criteria in admitting minority students. The arguments for considering race-sex variables in admissions are presented along with suggested non-cognitive variables useful in selecting cultural and racial minority students.

- 2-76 Recent developments in test bias research. Sedlacek, W.E.

Three types of test bias are discussed: content bias, atmosphere bias, and use bias. While much concern has been expressed about the content of tests or the atmosphere in which they are given, it is more important to focus on how tests are used in making decisions about people. Four models of test use are defined: regression model, constant ratio model, conditional probability model, and the equal probability model. The writer feels that, rather than asking if tests are biased, one should ask if the society is biased, since tests are always employed in

## 1976 CSC Studies, continued

- 2-76 Recent developments in test bias research. Sedlacek, W.E. (continued)

a cultural context. The answer to eliminating test bias is to eliminate racism and sexism in society. A six-stage model to eliminate racism and sexism is presented: I Cultural, Racial and Sexual Differences, II How Racism Operates, III Examining Racial and Sexual Attitudes, IV sources of Racial Attitudes, V Changing Behavior: What Can Be Done?, IV Changing Behavior: How It Can Be Done.

- 3-76 Attitudes and characteristics of black graduate students. Carrington, C.H. and Sedlacek, W.E.

A random sample of 170 black graduate students at the University of Maryland, College Park were sent an anonymous questionnaire concerning their characteristics and attitudes toward academic and nonacademic variables. Returns from 120 (74%) indicated that 62% were married, 77% were working (44% fulltime), 52% were pursuing a Ph.D., 44% were majoring in English and 4% in Economics. Fifty-three percent were receiving financial aid of some kind, including 16% with graduate assistantships. Forty-seven percent reported there were no black faculty in their department, 19% reported one, 17% reported two and 17% reported three or more black faculty in their department. They tended to agree most strongly that they were certain of their vocational goals, that there was at least one person in their department they could talk to regularly, that black faculty seem interested in black students, and that the racial climate on campus is generally tense.

They tended to disagree most strongly with statements that students have ample opportunity to participate in policy making, that channels for expressing student complaints are readily available, that social life for black students on campus is good, that most administrators act like they really care about students, and that there is good communication between black students and the administration.

Students reported that what they liked most about the University was the location (29%) and the quality of education (27%). They liked least the racism they encountered (23%), the bureaucracy and red tape (27%), and the lack of an intellectual atmosphere (14%). When students were asked what they would like to see changed at the University, they most often responded better teaching (23%), more black faculty (19%), change the racist attitudes and practices of faculty, staff and students (12%), and more black students (9%). Implications for educators are discussed.

- 4-76 Racial attitudes of Australian tertiary students. Chaples, E.A., Sedlacek, W.E. and Miyares, J.

Three forms of the Situational Attitude Scale (SAS), measuring attitudes toward Aborigines, New Australians and a neutral form, were administered to 314 white Australian university and college students. (New Australians are immigrants from non-English speaking European countries). Data were

## 1976 CSC Studies, Continued

## 4-76 Racial attitudes of Australian tertiary students (continued).

analyzed using fixed effects analysis of variance at .05 and Scheffe post hoc tests at .10. Results showed that white Australian students have a positive bias in favor of both Aborigines and New Australians, although they were more negative toward New Australians. The results support the general hypothesis that the more culturally relevant the minority group, the more likely that group is to be perceived unfavorably by the majority culture. Results are discussed in terms of findings in other countries and it was concluded that Australians were not as negative toward their culturally relevant outgroups as were Americans, Danes or Japanese.

## 5-76 Trends in racial attitudes of white university students. Miyares, J. and Sedlacek, W.E.

The purpose of this study was to analyze trends in racial attitudes of incoming freshmen at a large, white university over a five-year period. Data from a random sample (N=128 for each year) of incoming freshmen who took the Situational Attitude Scale (SAS) in 1971, 1973 and 1975 were analyzed through  $t$  tests between the two forms of the SAS. Results showed that race has become less relevant in some situations, while in those situations involving personal contact it remains a relevant variable. Support for black oriented programs is diminishing. Implications for policy makers are discussed.

## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1975

- 1-75 An evaluation of three methods of racism-sexism training in a university student orientation program. Troy, W.G., Sedlacek, W.E., & Chapman, T.H.
- Three types of workshops dealing with racism and sexism were conducted for 1900 incoming freshmen as a part of their orientation program. The methods were: A structured discussion model developed by Sedlacek and Brooks (1976), a Starpower simulation workshop, and a movie discussion group. Students were randomly assigned to one of the three workshops and their responses to a post-workshop questionnaire were compared, using analysis of variance and Scheffe post hoc tests. The major finding in the study was that the conclusion as to which workshop was best depended on the criterion employed. This highlights what the writers feel is the classic problem in program evaluation: the tendency to view attitudes toward the experience as the criterion. Additional implications of the results are discussed.
- 2-75 A comparison of black and white university student commuters. Sedlacek, W.E., Brooks, G.C., Jr., Miyares, J., & Hardwick, M.W.
- Mail questionnaires sent to 200 commuters (100 white and 100 black) indicated a number of differences and similarities between the two groups, using chi square and  $t$  at the .05 level. The black commuter, as compared to the white, tended to be an older, married, female traveling further and spending more time and money to get to campus, and receiving lower grades. She was also more interested in a day care center, a place to change and shower and stay overnight, black student activities and counseling services than the typical white commuter. Among the more interesting findings on commuters in general, regardless of race, were that only 5% were in carpools, most would prefer to be commuters if given the choice, and most were interested in basic safety and survival needs, such as personal lockers, or a place to take naps, rather than other student services.
- 3-75 Minority admissions to large universities: A six-year national survey. Sedlacek, W.E. and Clarke, J.P.
- The admissions offices of 109 of 110 large, primarily white universities returned a questionnaire on their minority admission policies and practices for the sixth consecutive year. The median percent of new black freshmen was down to 5% nationally in 1974, compared to 6% in 1973, with the largest drops occurring in the Middle States and Western regions. Schools tended to use fewer selection criteria for all students, and were less apt to use high school record combined with ACT or SAT. Schools with special programs for blacks increased to 62%, compared to 50% in 1973. Twenty percent of the schools said they were offering less financial aid in 1974. 16% of the schools linked tighter

## 1975 CSC Studies; continued

- 3-75 Minority admissions to large universities: A six-year national survey. (continued)

budgets to fewer incoming minority students. 14% of the schools were limiting their minority student recruiting activities. Eleven percent of the schools cited other effects such as a cutback in support services or a closer coordination among university agencies. It appears that the emphasis and interest given minority student admissions has peaked and is now declining.

- 4-75 Measuring Japanese racial attitudes. Forrer, S.E., Sedlacek, W.E., & Agaric, N.

Three forms of the Situational Attitude Scale (SAS) were administered to 371 Japanese college students in order to measure their attitudes toward blacks, Koreans and neutral persons without racial reference in 10 social and personal situations. Data were analyzed by analysis of variance and Scheffe' post hoc comparisons. The subjects were found to respond negatively to both blacks and Koreans, but more so to Koreans. Females responded more negatively than males to blacks and Koreans in situations involving potential physical harm. The overall pattern of responses of Japanese subjects on the SAS was similar to that of American or Danish subjects.

- 5-75 Should higher education students be admitted differentially by race and sex: The evidence. Sedlacek, W.E.

The evidence supporting the selecting of students with and without regard to race and sex is discussed. It is concluded that students should be selected by race-sex subgroup. The support for this position centers around three clusters of study results: (1) Studies which show no relationship, or perhaps a negative relationship, between traditional predictors (high school grades and test scores) and college grades for blacks; (2) Studies which show that if traditional predictors are employed, optimum validity is achieved by separate equations or cutoff scores for each race-sex subgroup; (3) Studies which show that certain background, interest, attitudinal and motivational variables are useful in predicting minority success, but are not necessarily useful in predicting the academic success of white students.

## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1974

- 1-74 A procedure for eliminating racism in our schools. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

An elaboration of a method of eliminating racism earlier presented by the writers is discussed. The model includes progressive stages which must be worked through by an individual or institution in the process of change. These are I. Cultural and Racial Differences, II. Racism and How It Operates, III. Examining Racial Attitudes, IV. Sources of Racial Attitudes, V. Behavior: What Should Be Done?, and VI. Behavior: How Should It Be Done? Examples of racism from elementary, secondary and higher education are presented and discussed. The article emphasizes methods for the change agent and raises such points as (1) Anytime a strategy becomes a goal we sow the seeds of institutional discrimination. (2) Goals are temporal and must be adjusted to the context of the times. (3) Work hardest on those goals which most clearly work against racism. Do not "fight to the death" on all issues. Suggested roles for minority and majority group members in fighting racism are made. Questions put to change agents such as "Why are you always so negative?"; "What makes you think you are so right all the time?"; "This is our issue, what the hell do you know about it?"; and "Does the end justify the means?" are discussed and answered from the writers' perspective. Discussions of applications of the model to other than black-white situations are also included.

- 2-74 A comparison of College Park black freshmen with black freshmen nationally in predominantly white universities. (Mary A. Strader, Glenwood C. Brooks, Jr., and William E. Sedlacek)

The purpose of the study was to compare selected characteristics of College Park black freshmen with those of black freshmen nationally. Summer 1972 orientation black freshmen and Fall 1971 national black freshmen in predominantly white universities were the subjects of the study. The responses of 194 black freshmen on the University Student Census prepared by the Counseling Center, University of Maryland, and the responses of 1,984 black freshmen on the Student Information Form prepared by the American Council on Education were compared. Both instruments were similar in purpose. Results indicate that College Park black freshmen were similar to black freshmen in predominantly white universities. In particular, both groups of freshmen indicated a need for academic assistance, i.e., tutoring; were concerned about grades, meeting financial expenses and adjusting to college. Each hoped to get a better job by attending college and nearly two-thirds planned more education beyond college. Both had the support of parents in their decision to attend college and appeared similar on high school achievement. Additional characteristics specific to the College Park sample were presented and discussed.

- 3-74 A national comparison of universities successful and unsuccessful in enrolling blacks over a five year period. (William E. Sedlacek, Mary A. Strader and Glenwood C. Brooks, Jr.)

A national survey of minority student admissions was conducted for the fifth consecutive year. In addition to previous questions, the 14 schools with the greatest increase in new black freshmen over a four year period were compared with the 13 schools showing the greatest enrollment decrease on items relating to their methods and programs. Results from 109 of 110 schools (99%) indicate that new black freshman enrollment has increased to 6% nationally in the Fall of 1973, compared to 5% in 1972, 4% in 1970 and 1971, and 3% in 1969. The Middle States area (which includes Maryland) has made the greatest gain since 1969 (13% versus 6%). Schools are tending to use high school record and standardized tests (ACT, SAT) to admit all students more than in the past few years, but less weight is being given such variables or recommendations in admitting blacks to special programs. Additionally, many fewer schools are using different admissions criteria to admit blacks to regular programs (14% in 1973, 26% in 1972, 20% in 1971, 36% in 1970 and 45% in 1969) despite evidence that the same admissions criteria are not equally fair for all students. Special programs for Native Americans and Spanish speaking students have increased while special programs for blacks have decreased in the last few years.

The schools most successful in enrolling blacks tended to emphasize academic programs (special or general), while the least successful schools tended to emphasize money in recruiting black students. The prospective minority student might be apt to say, "Look, I know I am going to have to struggle financially but I will make it somehow. Tell me what I can learn and get involved in at your school." Also schools that were able to streamline red tape and admit black students on the spot were more successful in enrolling blacks.

For the first time in the history of the survey, public universities are admitting more black freshmen than private universities (7% versus 6%). The writers feel that documenting a significant social trend such as minority admissions to large universities can help us all understand what is happening and to place the emphasis on the results of our actions rather than the intentions we might have, however good.

- 4-74 Fall 1973 university racial census. (Glenwood C. Brooks, Jr., and William E. Sedlacek)

The Fall 1973 enrollments for the five ethnic categories of students (black, Spanish Surname, Oriental, American Indian [Native American] and All Other [white]) are presented for the College Park campus of the University of Maryland. Blacks (2,046; 6%), Orientals (654, 2%), Spanish Surname (338, 1%), Native American (163, 1%) and white (30,098; 91%) comprised the total College Park student body. Of the undergraduate student body, blacks comprised 1,773 (6%), the other minorities 846 (4%), and whites 23,573 (90%). Of the graduate student body, blacks comprised 273 (4%), the other minorities 309 (4%), and whites 6,525 (92%). Enrollment figures are available for blacks dating back to 1968 showing a nearly quadrupled enrollment between 1968-1973 or an increase from 2%

of the total student body to 6% of the total student body. The percents of first-time student enrollments (freshmen and transfers) are important because they suggest student interest in attending the University and the impact of recruitment programs. First-time black freshmen were 708 (15%), Orientals 103 (2%), Spanish Surname 69 (2%), and Native American 25 (1%); all up over Fall 1972 with the exception of Native Americans. The total first-time freshman class of 4,614, however, is slightly down for Fall 1973 and Fall 1972 indicating that vacancies existed. The first-time minority percentages are somewhat elevated as a result. The percent of first-time black freshmen at College Park exceeds the Middle States region (8%) and national (6%) median percents of first-time black freshmen. Other information reported includes: majors, sex distribution, local resident status and permanent county residence.

- 5-74 Racism and sexism: A comparison and contrast. (William E. Sedlacek, Glenwood C. Brooks, Jr., Kathleen C. Christensen, Michele Harway Herman and Mary Strader Merritt)

There has been much discussion, writing and research on racism and sexism in recent years. However, there has been relatively little work in directly comparing racism and sexism. The purpose of this article was to explore the nature of racism and sexism, and to discuss their similarities and differences. Results of a number of research studies conducted by the writers showed (1) Men generally viewed women more positively than whites viewed blacks. (2) Sexism appears to be more of a reluctance to view men and women outside traditional roles than it is a negative feeling. (3) Situations concerning women in occupational roles and dating behavior seem most related to the general attitudes of men toward women. (4) Sexism, sexual attitudes and sexual behavior appear to be relatively independent phenomena. (5) Perceptions of sex roles seem to be critical in understanding the relationships between black and white cultures.

The article concludes with a six stage model that can be used in eliminating racism and sexism. An important stage in the model concerns the definitions of racism and sexism: (1) Individual racism is action taken by one individual toward another which *results in negative outcomes* because the other person is identified with a certain group. The group may be racial, cultural, sexual, ideological, etc. (2) Institutional racism is the action taken by a social system or institution which *results in negative outcomes* for members of a certain group or groups. (3) The definitions of racism are behavioral, in that *results, not intentions, are important*. Most racism is unknowing or unintentional. (4) Power to influence others rather than numerical relationships of majority to minority is critical.

It should be noted that sexism is considered a specific case of the generic process of racism. This seems most practical as a definition since our object is to understand a process which we can apply to any group which is discriminated against; past, present or future.

- 6-74 Quality of interracial interaction among university students. (Mary Strader Merritt, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The purpose of this study was to investigate the quality of interaction among black and white university students while considering the nature of the situation and the race of those involved. A questionnaire consisting of 15 situations of an academic, social and professional nature was administered to 314 freshman and sophomore students (60% male, 40% female, 56% white and 44% black). Data were analyzed using Analysis of Variance and Scheffé post hoc tests. Results indicated that, regardless of race, students tended to feel most comfortable in an integrated situation (50% black, 50% white), less comfortable when they were in the majority, and least comfortable when they were in the minority. Exceptions where students preferred to be in the majority involved the situations of a party, a blind date, and having major surgery performed. Whites generally felt more comfortable than blacks in most situations. Blacks felt more comfortable than whites in an integrated neighborhood or dorm situation. Whites felt more comfortable than blacks being a minority when discussing civil rights. Implications of the results for educators were discussed. It was concluded that while there were some negative findings, generally the results appeared to indicate that blacks and whites are approaching equality in their relations with one another.

- 7-74 A study of a simplified version of the Situational Attitude Scale (SAS). (Robert Rovner and William E. Sedlacek)

The Situational Attitude Scale - Simplified (SAS-S), a simplified form of the Situational Attitude Scale (SAS), was used to measure the attitudes of 132 incoming freshmen toward blacks. The study showed that the simplified form yielded the same established pattern of results as the regular SAS. This indicates that the SAS-S would be appropriate for use with individuals who have less than a college education. White students tended to have generally negative attitudes toward blacks. However, situations that involve relatively close personal contact elicited the most strongly negative feelings toward blacks, whereas situations that involve relatively distant personal contact and service roles elicited strongly positive feelings toward blacks. Implications for future research were discussed.

8-74 Simulation game effects on attitudes regarding racism and sexism.  
(Thomas Chapman)

Freshman and transfer studies (N=182) attending a New Student Orientation Program were randomly assigned to one of three experimental conditions or a control group. During a two hour period, the experimental groups played the social simulation game *Starpower* followed by a post-game discussion on racism and/or sexism. The control group participated in a social simulation game and discussion unrelated to racism and/or sexism. Experimental subjects, particularly those who discussed both racism and sexism, indicated significantly more positive attitudes toward blacks and more willingness to support black student growth activities. Males who discussed either sexism only or both racism and sexism demonstrated significantly more positive attitudes toward women (and men) in non-traditional sex roles.

## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1973

- 1-73 Racism in the public schools: A model for change. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

A model is presented which is aimed primarily at changing whites or white oriented institutions, or in essence those who control the bulk of the education system. The model is seen as progressive in that it appears important to work through the various stages in order, so as to build upon each earlier stage. The model is demonstrated by its use at two conferences for public school educators in Maryland. Stages in the model are: I. Cultural and Racial Differences, II. Racism and How It Operates, III. Examining Racial Attitudes, IV. Sources of Racial Attitudes, V. Behavior: What Can Be Done?, VI. Behavior: How Can It Be Done? Details and specific outcomes at each stage are discussed. Also the importance of using black and white consultants or group leaders and when to use each is discussed. The key to the whole model is that it is geared to results rather than intentions and focuses on long term outcomes.

- 2-73 Racial attitudes of white university students and their parents. (William E. Sedlacek, Glenwood C. Brooks, Jr., and Lester A. Mindes)

Many programs aimed at changing racial attitudes have been unsuccessful because program planners have not done a good job of assessing exactly what the racial attitudes of participants were. The purpose of this study was to compare and contrast the racial attitudes of a group of white entering freshmen to those of their parents. This information will be used to develop race relations training approaches for parent and student orientation programs and human relations programs and courses on campus. The Situational Attitude Scale (SAS) was administered to 229 incoming white freshmen at College Park and 78 of their parents during a summer orientation session. Data were analyzed by analysis of variance and results indicated that both parents and students had generally negative attitudes toward blacks, particularly to blacks moving next door or becoming engaged to their friends. However, both students and parents actually preferred a black magazine salesman and black policeman to people in those same situations whose race was not identified. A quote from a hypothetical typical subject in the study best illustrates the general results, "It is OK for blacks to sell me magazines or be policemen but they had better not move next door or get engaged to any of my friends!" Parents, however, were more negative than students to blacks as neighbors or to a black youngster stealing. Results are discussed in terms of implications for planning race relations training programs for students and parents.

## CSC Studies, 1973 (Cont'd)

- 3-73 Black and other minority admissions to large universities: A four year national survey of policies and outcomes. (William E. Sedlacek, Joan A. Lewis and Glenwood C. Brooks, Jr.)

A national survey of minority student admissions was conducted for the fourth consecutive year. Usable returns were received from 108 of 110 of the admissions officers surveyed. Results indicate that new black freshman enrollment has increased nationally to 5% in fall 1972, after being 4% in 1971 and 1970, and 3% in 1969. Gains were particularly great in the Middle States area (which includes Maryland) which had 13% new black freshmen compared to 6% in 1969. High school record and standardized aptitude tests (ACT, SAT) continued to be the most widely employed criteria for admission of white and minority freshmen. Open admission for all students (requiring only high school graduation) was employed by 16% of the schools in 1972 compared to 12% in 1971. Schools were generally employing fewer admissions criteria compared to past years. Special programs for black students were down to 54% in 1972 compared to 60% in 1971, and more weight was given to recommendations and interviews in admission to these programs. Aside from special programs, 26% of the schools employed separate admissions criteria for blacks, which is an increase from 20% in 1971 but is less than the 36% in 1970 and 45% in 1969. More special programs for American Indian and Spanish speaking students existed (14% in 1972, 8% in 1971), but private universities had cut back considerably in all special programs. Results are discussed in terms of literature on minority admissions and current social trends. In summary, universities seem to be making gradual, rather than dramatic, progress in admitting more black freshmen and searching for better methods of selection. However, general educational and social conditions indicate that the road ahead will be long and hard regarding further progress for minorities. It is a time when extra efforts are required of all educators interested in such progress.

- 4-73 Longitudinal predictions of black and white university student grades. (Albert S. Farver, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The purpose of the study was to compare prediction of freshman, sophomore, junior and senior year grades for black and white students by sex for new freshmen who entered College Park in Fall 1968 and 1969. Predictors were SAT-Verbal and Math and high school grades (HSGPA) using multiple regression equations. Results showed that many different patterns of prediction for different race-sex subgroups emerged. For instance, HSGPA is less useful in predicting grades beyond the freshman year and is a consistently poor predictor for black males. Black males were the least predictable and white females were the most predictable subgroup. The results were discussed in terms of past research and alternative predictors for subgroups. The writers conclude that predicting grades beyond the freshman year is useful and that separate prediction equations for race-sex subgroups should be employed. As more black students enter our colleges and universities, this area of research should continue and the employment of experimental predictors should be attempted.

**5-73 A non-technical summary of Cultural Study Center research, 1969-1972.**  
(Glenwood C. Brooks, Jr.)

The summarized research and recommendations for future efforts by the University of Maryland, College Park campus, were presented to the Chancellor's Commission on Minority Affairs, December 11, 1972. Two of the recommendations for future University efforts were already under way at that time, i.e., Afro-American Studies Program major has received approval from the University Senate and the Office of Admissions and Registration is currently recruiting a Director of Minority Student Recruitment. The report, herein, to the Commission, however, does not cite the above recent changes. The summarized research suggests that black students when contrasted with white students bring different socio-cultural patterns to the campus. These patterns include different expectations of the University, different regression weights for the prediction of freshman grades, longer adjustment periods to the campus, concern about race and different major and vocational choice schedules. The term "different" is not meant to infer less-than or negative quality but rather is highlighted to suggest areas of concern. Hopefully, the Commission would have considered some or all of the above in its report to the Chancellor. The report covers 14 of 33 Cultural Study Center reports and published studies. These were selected because of their topical relevance. A Cultural Study Center bibliography of all completed studies is available upon request.

**6-73 Fall 1972 university racial census.** (Glenwood C. Brooks, Jr., and William E. Sedlacek)

The Fall 1972 University Racial Census counts were reported. Several important questions concerning the collection of racial data were raised and discussed. These questions covered, among others, confidentiality procedures and accountability for the maintenance of the racial data and the importance of student receptivity. The report also indicated that the University is within legal rights to request racial information and at the same time the student is not required to disclose his or her racial identity. The underlying assumption for the University Racial Census is that the data can be used in many positive ways such as to show the need for more financial aids, counseling, and academic services for minorities.

The total black student body was 5% ( $N=1595$ ) of the total student body: black undergraduates were 5% ( $N=1321$ ) and black graduates 4% ( $N=274$ ). The percent of black enrollments for the Fall 1972 was essentially the same as for the Fall 1971. The percent of new black freshmen was 10% ( $N=477$ ), up slightly compared with 9% ( $N=467$ ) in 1971. Black freshmen (new and returning) comprised 10% ( $N=788$ ) of the total freshman class ( $N=8249$ ). Majors pursued by the highest number of black undergraduate students were: Accounting, Combined Business Law, Elementary Education, General Curriculum (College of Arts and Sciences), Journalism, Nursing, Physical Therapy, Pre-Law, Pre-Medicine, Psychology, Sociology, Special Education and Advertising Design.

About 60% of all the black students were male and 40% were female. Nearly 3/4's of the black students held instate residence. Over 1/2

of the black students with Maryland residence were from the Baltimore area (Baltimore City: 32%, County: 3%). Prince Georges County was represented by 17%, Montgomery County 5%, and the remaining Maryland counties 22%. Fifty-seven percent of the black students lived on campus, while 43% commuted.

Counts for other minority student groups were also reported (Oriental: 1%, Spanish surname: 1%, and Native American: less than 1%).

**7-73 Expectations of black and white university freshmen. (Javier Miyares, Glenwood C. Brooks, Jr. and William E. Sedlacek)**

The research literature is full of studies about attitudes of black students toward white students and vice versa, but more often such studies lack generalizable measures and contain methodological problems. This study was concerned with a standardized measure of university student perceptions and expectations (College and University Environment Scales [CUES]), thought to be appropriate for administering to black and white freshmen attending a large, predominantly white university. Means and standard deviations and the 66 plus -33 minus scale scores were reported for each sample. Differences between black and white CUES scale scores were determined using  $t$  at the .05 level. Black freshmen expected more Practicality and Propriety and less Awareness using the mean scoring method. Similar results occurred with the 66 plus -33 minus method except Propriety just missed being significant. A discussion of the results was presented and research questions suggested.

**8-73 The relationship of racial and religious attitudes among university students. (Joan A. Lewis and William E. Sedlacek)**

An anonymous religion poll and the Situational Attitude Scale (SAS) were administered to 168 white University of Maryland entering freshmen. The Anonymous Poll consisted of 29 items pertaining to religious beliefs, attendance and issues. The SAS is an instrument designed to measure attitudes of whites toward blacks in ten situations. The results of the study indicate that the relationship between religious and racial attitudes depends on the situation involved as well as the type of religious beliefs and sex of respondent. Those who were active in the church and believed in God and life after death tended to be more tolerant of a black person joining their social group and a black youngster stealing, but were more prejudicial toward a black man raping a white woman. Those with more liberal attitudes toward abortion, marrying outside the faith and not engaging in war, for example, tended to be less prejudiced, while those holding more conservative beliefs on issues such as the above were more prejudiced. Results were discussed in terms of previous research on racial and religious attitudes.

## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1972

- 1-72 Black student enrollment at the University of Maryland, College Park 1968-1971. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The fall 1971 racial census of the University of Maryland, College Park, conducted by the Office of Admissions and Registration (OAR) and the Cultural Study Center (CSC) is reported. The results indicated that black students comprise 4% ( $N=1577$ ) of the fall 1971 total student body enrollment ( $N=35,261$ ). Black undergraduates make up 4% ( $N=1231$ ) of the total undergraduate student body ( $N=27,678$ ) and black graduate students 5% ( $N=346$ ) of the total graduate student body ( $N=7583$ ). Nine percent ( $N=467$ ) of the total new freshmen ( $N=5279$ ) are black. Most of the black undergraduates are enrolled in the College of Arts and Sciences and carry a general major. Also, most of the black undergraduate students are from Baltimore City and most of the black graduate students are from Washington, D.C. More black graduate students are married and carry part-time course loads than black undergraduate students. Black males and females are distributed about evenly among undergraduate and graduate students. Data on other minority groups are also reported.

- 2-72 Differences in racial attitudes of white males and females. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

The attitudes of 1114 white university students toward blacks were compared by sex, using the Situational Attitude Scale (SAS). Results of 2 way analyses of variance indicated that whites generally respond negatively to blacks in most situations except those removed from close personal contact. White females tend to react negatively to situations where potential fear of physical harm or sexual contact is involved (e.g., man raped woman; man selling magazines at your door in the evening; passing a corner of loitering men) and particularly negatively to blacks in the rape situation. The supposed extraordinary sexuality of blacks and particularly feelings surrounding sexual relations between white women and black men have been considered by a number of writers to be at the basis of race relations in the United States. The writers conclude that the answer to the question "What are the attitudes of whites toward blacks?" seems to depend greatly on the context in which the question is asked and to some extent on the sex of the respondent.

- 3-72 Black and other minority admissions to large universities: Three year national trends. (William E. Sedlacek, Glenwood C. Brooks, Jr., and Lester A Mindus)

A national survey of the minority student admissions policies and practices of large, primarily white universities was conducted for the third consecutive year. Returns were received from 109 of 110 (99%) of the admissions officers at institutions surveyed. Three year trends which have emerged indicate that black freshman enrollment has leveled off to 4% in 1970 and 1971 after a rise from 3% in 1969. Information from other studies indicates that black freshman enrollment in all types of institutions (four year colleges, community colleges, etc.) is down from 9% in 1970 to 6% in 1971. Thus, despite the apparent intentions of many colleges and universities, fewer blacks are entering college. Universities continued to employ a variety of admissions criteria for all students although 80% employ high school record and standardized tests alone. Special programs for black and other minority students existed at 60% of the schools in 1971 compared to 52% in 1970 and 48% in 1969. Evidence of some concern for minorities other than blacks was provided in that 25% of the schools with special programs had some American Indians or Spanish surname students enrolled. However, the writers stress that results, not intentions, are the yardstick of change. Currently the record of institutions of higher education in the U.S. is poor.

- 4-72 Predictors of academic success for university students in special programs. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

While the issue of the cultural fairness of predictors used in college admissions has been hotly debated, there has often been more talk than actual research on the subject. It was the purpose of the present study to examine intellectual (standardized tests and high school grades) and nonintellectual (attitudes, personality, etc.) predictors of success for students in special programs for culturally different students. Ninety-five freshmen enrolled in a special program at the University of Maryland, 90 of whom were black, were included in the sample. Using first semester freshman grade point average as a criterion, data were analyzed using multiple regression equations and zero order Pearson correlations by sex. The results showed that the SAT was not a significant correlate of college grades overall and the SAT-Math actually had a *negative* correlation with grades for males (-.33). Additionally high school grades did not correlate with college grades for either males or females. On the other hand, reasonable predictions of freshman grades are possible using non-intellectual predictors such as completion of credit hours attempted and a positive reaction to external control. The writers feel that enough evidence exists for differences in variables relating to black student success as compared to other racial and cultural groups to consider that to ignore the evidence is to be guilty of unprofessional and indeed inhumane conduct.

**6-72 Interracial contact and attitudes among university students.**  
(Glenwood C. Brooks, Jr., William E. Sedlacek and Lester A. Mindus)

An anonymous poll assessing attitudes and demographic variables associated with interracial contact was administered to 1391 University of Maryland, College Park, students. Responses of whites (84%), blacks (4%), Orientals (1%) and Spanish surname students were compared and discussed. Some American Indian (38%), black (35%), Spanish surname (33%), white (27%) and Oriental (9%) students felt that most whites are racist, while some American Indians (50%), Spanish surname (33%), white (32%), Oriental (26%) and blacks (18%) felt most blacks were racist. Only 9% of all students disagreed that it would be enjoyable to have a roommate of another race with American Indians disagreeing most (38%) and Orientals disagreeing least (4%). Generally speaking, the more friends of another race blacks had, the more comfortable they felt with someone of another race, the less they felt whites were racist, the more likely they would marry someone of another race, and the less their mothers were bigoted. However, among whites having more friends of another race only related to feeling more comfortable with other races. The writers suggest that parallel black and white cultures exist on campus with the resulting casual contact unlikely to change initial stereotypes. Sustained long term contact in a positive context will likely be required before attitude changes are likely to occur.

**7-72 Correlates of black and white university student grades beyond the freshman year.** (Joseph L. Horowitz, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The freshman, sophomore and junior year grades of 126 black and 178 white freshmen entering the University of Maryland, College Park, were used as criterion measures. Predictors included the Scholastic Aptitude Test (SAT), high school grade point average (HSGPA), the California Psychological Inventory (CPI), the Holland Vocational Preference Inventory (VPI), items from the University Student Census (USC), a locally developed attitude and demographic inventory administered in the summer of 1968 and fall of 1969, and information from admissions files on high school extracurricular activities. Not all students had complete data on all predictors. All predictor data except the 1969 USC were gathered prior to fall 1968. Data were analyzed using multiple regression, zero order Pearson correlation, point biserial correlation and eta (correlation ratio) at the .05 level of significance.

Neither the SAT nor high school grades was a consistent predictor across the three years for blacks but they were for whites. The predictors of black student grades that are consistent in the freshman year and beyond appear to be CPI Socialization and Achievement Via Independence, VPI Masculinity (negative correlate) and Infrequency, HSGPA, feeling he or she has the ability but maybe not the finances to obtain a degree and feeling the University should improve social conditions in the state. Thus, the black student who had good high school grades, is conscientious, independent, self confident, is interested in social service jobs, and feels the University should take an active role in changing society

will tend to get higher grades at College Park. Also, the successful black student was more likely to rely on patience and self restraint in the junior year than in the freshman year and was less likely to have been in high school student government. The successful black student will likely have an unusual profile on a typical personality inventory.

Thus, as long as predictions are being made *on the average*, general regression equations based on the SAT and HSGPA will likely do the best job. If, however, one is concerned that our educational system does not do injustice to a group smaller in numbers or power, then it must reflect our culturally pluralistic society. Alternative predictors for both blacks and others must be developed. This study offers empirical evidence for alternative predictors for blacks.

8-72 Repeated measures effects in racial attitude measurement.  
(Joseph L. Horowitz, William E. Sedlacek and Glenwood C. Brooks, Jr.)

Previous research on the Situational Attitude Scale (SAS) has focused on its use as a group measure. That is, one group received Form A which made no reference to race and another group received Form B which made reference to blacks. If subjects were randomly assigned to groups, any differences in response must be attributed to the word black and inferences about the racial attitudes of both groups made. The effects of the same individual taking one form after the other were not known. The SAS was administered to 164 white freshmen during summer orientation. Eighty received Form A followed by Form B (Order 1) and 84 received Form B followed by Form A (Order 2). Results of a repeated measures analysis of variance design indicated that Form, Order and their interaction were all significant above chance (.05 level). The Form main effect showed that despite taking both forms, subjects still responded more negatively to Form B. The nature of the Order main effect and interaction indicates that subjects tended to be more negative toward blacks if they took Form A first rather than Form B first. The writers interpreted this as indicating that it is harder to fake or withdraw from Form B than it is from Form A after a subject learns how his or her attitudes are being assessed. The writers conclude that it is possible to give an individual both forms of the SAS and successfully measure his or her attitudes by examining differences between responses to the two forms. Generally it is recommended that Form A be administered first. The results are discussed in terms of the variety of conditions under which the SAS can be given and still achieve a successful measurement of racial attitudes.

## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1971

- 1-71 Race as an experimenter effect in racial attitude measurement.  
(William E. Sedlacek and Glenwood C. Brooks, Jr.)

In all previous studies measuring the attitudes of whites toward blacks with the Situational Attitude Scale (SAS), Sedlacek and Brooks have used white administrators. This study examined the effects of the race of the experimenter on the obtained SAS results. The study found no measurable effects attributable to this variable. Subjects responded very similarly to subjects in earlier administrations of the instrument. The findings indicated that the contextual situations provided by the SAS were very difficult for the subject to ignore and he tended to make a racial response regardless of the term used to denote race, experimenter race or other extraneous variables.

- 2-71 Racial attitudes, authoritarianism and dogmatism among university students.  
(William E. Sedlacek and Glenwood C. Brooks, Jr.)

As campuses become increasingly multiracial the attitudes of students toward one another become increasingly important. The purpose of this study was to explore the relationship among racial attitudes, authoritarianism and dogmatism in white university students. Form B of the Situational Attitude Scale (SAS) and the D and F scales were administered to 233 prospective freshmen about to enter the University of Maryland. Scores were intercorrelated to determine the relationship among student attitudes. Results indicated that whites holding negative attitudes toward blacks also tended to be more dogmatic and authoritarian than whites with more positive attitudes. Other studies done at Maryland have reported similar racial attitudes for freshmen and seniors. The writers conclude that if an institution is committed to preparing people to live and work in the larger society, providing for positive intercultural experiences on campus would seem to be a necessary and appropriate function. Required courses on race relations and support of student and faculty programs by the administration were suggested as vehicles of change.

- 3-71 Black admissions to large universities: Are things changing?  
(William E. Sedlacek, Glenwood C. Brooks, Jr. and Joseph L. Horowitz)

A national survey of black admissions to large, predominantly white universities indicates that the median percent of black freshmen in these schools has gone from 3% in 1969 to 4% in 1970. Additionally, more schools are using recommendations, extracurricular activities and interviews, and less are using standardized tests and high school grades alone as predictors for all students, including blacks. There was almost no change in the number of schools employing open admissions (10% in 1969 and 12% in 1970). Results of current research, and issues in predicting black student success are discussed.

- 4-71 Black student enrollment at the University of Maryland, College Park 1969-70 and 1970-71. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The report summarized the methodology, results, advantages and disadvantages of the fall 1970 racial census conducted jointly by the Office of Admissions and Registration and the Cultural Study Center of the University of Maryland. The results indicated that 1285 (i.e., 944 undergraduate and 341 graduate) black students enrolled for the fall 1970 semester, an increase of 79% over 1969 ( $N=718$ ) black student enrollment. Black students comprised only 4% of the 1970-71 total student body, and half of the black undergraduates (53%,  $N=504$ ) were freshmen of which 77% ( $N=386$ ) were new to the University. New black freshman enrollment was 7% of all new freshmen ( $N=5160$ ) as compared with a median of 8% for other large, predominantly white institutions in the Middle States region. Nationally, new black freshmen comprise 4% of all new freshmen in large, predominantly white institutions and 9% when black institutions are included. Ninety-one percent of all black undergraduates were full-time students whereas more than half of the black graduate students (57%,  $N=175$ ) were part-time. The departments which show highest numbers of black undergraduates pursuing study were General (207), Business Organization and Administration (70), Elementary Education (32), Psychology (30), Sociology (27), and Electrical Engineering (19). The main advantages of maintaining confidential data were related to research purposes. One disadvantage cited was the remote possibility of a subpoena of records.

- 5-71 Choice of racial referent as a variable in racial attitude measurement. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The purposes of this study were (a) to provide further validity evidence for the SAS by replicating the original study on another group, (b) to determine the effect of the other racial referents on attitudes ("white" and "Negro"), and (c) to determine the effect of having subjects aware that race is a component in the study. The same SAS social and personal situations and items used in Sedlacek and Brooks' earlier studies were used in the current study. Four forms, neutral (A1), black (B1), white (A2) and Negro (B2) were administered to a sample ( $N=653$ ) of prospective University of Maryland students attending a summer orientation program during a week selected at random. The results of this current study closely paralleled Sedlacek and Brooks' original study; i.e., whites generally respond more negatively to blacks in a situation than if race were not mentioned. The results also show subjects did not differentiate between no reference to race and mentioning white or between blacks and Negroes in situations.

- 6-71 Black and white vocational interests on Holland's Self Directed Search (SDS) (Ronald L. Kimball, William E. Sedlacek and Glenwood C. Brooks, Jr.)

There was some initial concern that Holland's Self Directed Search for Educational and Vocational Planning (SDS) was inappropriate to use with blacks since it may steer them toward more Realistic occupations not requiring a college education. The purpose of the study was to compare the pattern of vocational planning choices for black and white students and to determine student satisfaction with SDS results. The SDS was administered to 143 blacks during freshman orientation and their results were compared to a random sample of whites. Results indicated that blacks tended to choose Social occupations more often, compared to more Realistic and Investigative choices by whites. That blacks tend to seek social service occupations has been demonstrated in several other studies. There were no differences in satisfaction with SDS results between blacks and whites. Implications for counseling blacks were discussed and the study concluded that the SDS was equally appropriate for blacks or whites.

- 7-71 Racial attitudes of white university freshmen. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

As our universities and colleges become increasingly multiracial, the attitudes of students of different races toward one another are becoming of primary importance. The purpose of this study was to assess the attitudes of white entering freshmen toward blacks at the University of Maryland. The Situational Attitude Scale (SAS) was administered to 470 white freshmen attending summer orientation. The results clearly indicate that white incoming freshmen have generally negative attitudes toward blacks. Combined with results of earlier studies by Sedlacek and Brooks and others on upperclassmen at the University there is a clear negative attitude toward blacks among all whites studied. The implications of these findings for University planning and policy making are discussed. These include at least one required course in interracial and intercultural relations, seminars and race related programs sponsored by academic and student affairs offices, as well as money for student and faculty initiated programs and race related research programs. There is a great deal that can and should be done to minimize the potential for racial friction which exists on campus.

- 8-71 Black student attitudes toward a predominantly white university.  
(William E. Sedlacek, Glenwood C. Brooks, Jr., and Michele H. Herman)

Responses of 635 (67%) full time black undergraduates to the University Student Census were reported and discussed. Results indicated that blacks most strongly agreed that the University should provide a telephone crisis service (item 8), a drug counseling service (item 10), contraceptive and abortion information (item 7), Student Advisory Boards (item 4) and a legal counseling service (item 9). They also felt strongly that the University should recruit blacks (item 19) and that the campus needed some good leadership (item 15). Blacks felt that they did not have ample opportunity to participate in policy making (item 23), and lacked channels to express complaints (item 25). They also felt that the faculty advisors and teaching faculty cared more about students than did administrators (items 20, 21 and 27). Additionally, of the students who were at the University the previous year most became well acquainted with at least one teacher with the median being two (item 30A). Blacks were generally not in favor of Saturday (item 16) or late afternoon and evening classes (item 27).

Blacks attended the University because it was conveniently located, or offered the kind of program they wanted. Only 5% indicated they mainly came because of their high school counselor. The problems of institutional racism in relation to high school counselors were discussed. Blacks felt studying and earning satisfactory grades were their most difficult adjustments to college. A majority of blacks (56%) felt that the racist practices or image of the University prevented more blacks from attending. Previous studies have indicated that blacks who see more racism at the University are more likely to be realistic, independent and adaptable to their environment. It was suggested that bringing more blacks to the campus is a partial but necessary step toward making the campus a more comfortable place for black students. Ways the University could eliminate racism were briefly discussed.

- 9-71 Measuring prejudicial attitudes in a situational context: A report on a Danish experiment. (Ernest A. Charles, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The purpose of this study was to examine the attitudes of white Danish university students toward blacks and Mediterranean foreign workers ("sydlandsk fremmedarbejder"). The Situational Attitude Scale (SAS) was translated into Danish forms A (no reference to race), B (black) and C (Mediterranean foreign worker) and administered to 274 white students at Copenhagen and Aarhus Universities. Results of analyses of variance and Sheffe post hoc comparisons indicated that white Danes were consistently pro-black but had strong negative feelings toward Mediterranean foreign workers. In fact, Danes viewed Mediterranean foreign workers much as whites from the United States view blacks.

The implications for public policy in Denmark were discussed as was the appropriateness of the SAS methodology in assessing racial and ethnic attitudes across cultures.

- 10-71 A cross-cultural comparison of Danish and U.S. racial attitudes.  
(Glenwood C. Brooks, Jr., William E. Sedlacek and Ernest A. Chaples)

Whether there are real differences between attitudes of Danes and Americans toward outgroups or whether publicity and public relations have created the stereotype of each country has not been shown. An outgroup is referred to as a group receiving prejudice and discrimination. If there are basic differences in attitudes toward outgroups in Denmark and the U.S., the nature of these differences may help us to understand just how general the concept of attitudes toward outgroups really is. The purpose of this study was to compare Danish and U.S. attitudes toward outgroups in a controlled study. The results of the study, using analysis of variance, indicated that white subjects, whether Danish or American, generally hold negative attitudes toward culturally relevant outgroups, but Danes did not feel quite as negative toward mediterraneans as Americans did toward blacks. The results support the generalizability of the concept of the culturally relevant outgroup.

- 11-71 Problems in measuring racial attitudes: An experimental approach.  
(William E. Sedlacek, Glenwood C. Brooks, Jr., and Ernest A. Chaples)

Problems in measuring the attitudes of whites toward blacks have included: (1) Lack of contemporary content in existing measures, (2) Difficulty of determining scale validity, (3) The strong social reinforcement for being "tolerant" toward blacks makes assessing "true" racial attitudes more difficult. The Situational Attitude Scale (SAS) was developed to reduce or eliminate these problems. The SAS consists of 100 semantic differential items that relate to one of 10 social or personal situations. Two forms of the SAS were developed. Each contains the same situations, items and instructions except the word "black" was inserted into the situations in Form B. When the SAS is administered to white subjects randomly assigned either form, more negative responses occur to Form B. This indicates that whites have generally negative attitudes toward blacks. This result has been obtained on several independent samples including the one employed in this study. It was suggested that the SAS methodology could be extended to many situations in attitude measurement where the investigator wishes to examine the experimental effects of one or more variables.

## ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1970

- 1-70 College admissions and the black student: Results of a national survey. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study reports the results of a nationwide survey of large institutions of higher education on the question of admission policies for black students. Eighty-seven institutions (90% of sample) responded to the survey. Major findings were that few blacks (3% of 1969 entering freshmen) are entering large, primarily white universities. While many schools have established special programs for blacks, the admissions criteria used are still very traditional. The authors propose in the study that research on black admissions should involve novel approaches to developing admissions predictors and criteria for blacks such as variables like positive self concept and low conformity.

- 2-70 The validity of academic predictors for black and white students at the University of Maryland. (C. Michael Pfeifer, Jr. and William E. Sedlacek)

The study examined the validity of the Predictive Index currently used for admissions purposes by the University of Maryland. Results indicated that the Predictive Index worked as well for blacks as for whites. The writers caution against artifacts in the interpretation of results, noting that since only those blacks who decided to come to the University and stayed in school for a full year were studied, one does not know how well the Predictive Index works for other blacks with the ability to do college work. Furthermore, for the sample studied, SAT's were correlated with grades about as highly for whites as blacks, although high school grades were not a valid predictor for black males.

- 3-70 Non-intellectual correlates of black and white student grades at the University of Maryland. (C. Michael Pfeifer, Jr. and William E. Sedlacek)

The purpose of the study was to investigate non-intellectual variables that may be related to black student performance at the University of Maryland. Certain personality scales on the Holland Vocational Preference Inventory and the California Personality Inventory were found to be related to grade point average for both black and white students. Membership in an honor society and participation in student government in high school were significantly related to grade point average for blacks. In addition, five items on the University Student Census (USC) were found significantly related to grades for blacks and seven USC items were related for white students. The authors caution against overinterpretation of their findings and note that they attempted only to identify potential variables which must be studied further for reliability.

- 4-70 Non-Intellectual correlates of black student attrition.  
(Anthony C. DiCesare, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study compared black undergraduates at the University of Maryland who did not return for spring semester with black students who registered for both terms on 29 demographic and attitudinal items on the 1969 University Student Census (USC). Thirteen percent of black undergraduates did not return, compared with 15% of all undergraduates. Results indicated that blacks who returned to the University for the second semester have more self-confidence and higher expectations than non-returnees. The returning students also felt more strongly that the University should influence social conditions in the state, saw more racism at the University and were more likely to live on campus and make use of its facilities than were non-returning blacks. In short, the authors noted that it appeared that blacks who stayed had a strong self-concept and took a more realistic view of their surroundings than non-returning blacks.

- 5-70 Characteristics of black undergraduate students at the University of Maryland, College Park, 1969-70. (Peter W. Van Arsdale, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study summarized responses of a large sample of black students to the 1969 University Student Census (USC). The data showed that black undergraduates were concerned with essentially the same academic problems as non-blacks but that they tended to set their academic and vocational goals earlier and more firmly than non-black students. Black students resembled non-blacks on most items though more black students seemed to feel that university administrators did not really care about students. In comparing the black student 1969 USC data to that of the previous year, the authors found that the percentage of black students holding part-time jobs had increased significantly and that financial problems were seen as decreasingly likely to cause black students to withdraw from the University. The study also found that a large majority of black students lived with their parents or guardians or in University dormitories.

- 6-70 Differences in black student perceptions of the communication structure in a predominantly white university. (Peter W. Van Arsdale, William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study analyzed selected responses of black students to the 1969 University Student Census (USC). The items studied dealt with student perceptions of the university-student communication structure and its effectiveness. Black freshman and blacks with low grades were found to view the communication structure more favorably than black seniors or blacks with high grades. No significant differences were found in the perceptions of black males and black females. The authors gave several possible explanations for the differences found and recommended that a series of studies on black perceptions of communication structures be undertaken.

7-70 The measurement of attitudes of whites toward blacks with certain beliefs.  
(William E. Sedlacek and Glenwood C. Brooks, Jr.)

In earlier research Sedlacek and Brooks provided evidence for the validity of a measure of attitudes of whites toward blacks. In developing the Situational Attitude Scale (SAS) one of their major methodological points was that an appropriate measure of racial attitudes would provide a racial context to make difficult the psychological withdrawal from the measure. One question unanswered by Sedlacek and Brooks' previous research was whether the particular method employed in the SAS caused the results or whether the SAS really measured racial attitudes. The purpose of this study was to determine the effect of beliefs rather than contextual situations on the attitudes of whites toward blacks. Results indicated that whites tended to respond in the same way to a person holding a belief regardless of whether the person was black. These results caused the authors to conclude that their earlier premise that a non-racially related belief provides a way for subjects to ignore race in responding appears plausible. These results support Sedlacek and Brooks in their criticism of Rokeach and others who feel that belief in an issue, not race, determines the attitude of one person toward another.

8-70 The importance of social acceptability in the measurement of racial attitudes. (William E. Sedlacek and Glenwood C. Brooks, Jr.)

The study dealt with the problem of social acceptability in measuring racial attitudes. It appears that in contemporary society it is less socially acceptable to verbalize prejudices or even admit them to oneself. Sedlacek and Brooks provided evidence in earlier research that measuring racial attitudes in a situational context may avoid this methodological problem. The purpose of this study was to determine whether white university students were aware of any peer group attitudes toward blacks. Subjects were asked to indicate on a 20 item questionnaire how most college students felt about people with certain values rather than to respond with their own feelings. Results indicated that a racist and bigot were rated most negatively. However, when comparable groups of students were given the SAS they responded relatively negatively to blacks, offering evidence that there is a difference between what white students feel are socially acceptable attitudes toward blacks and what the white students actually feel.

ANNOTATED BIBLIOGRAPHY OF CULTURAL STUDY CENTER STUDIES

1969

1-69

Characteristics of black undergraduate students at the University of Maryland, College Park, 1968-69. (Glenwood C. Brooks, Jr. and William E. Sedlacek)

The report summarized the responses of a sample of black and non-black undergraduates to the 1968 University Student Census given in the fall of 1968 on the College Park campus of the University of Maryland. According to the report, black undergraduates were more concerned with studying efficiently and earning satisfactory grades than were non-blacks. Blacks were also more certain of their career goals than non-blacks, but the blacks felt a greater need for educational counseling. Blacks considered financial problems as the most likely reason that they might have to drop out of college. Fewer blacks owned cars and more lived on campus than non-blacks, and blacks expressed more interest than non-blacks in student organizations other than fraternities and sororities.

2-69

General attitudes of undergraduates toward black students at the University of Maryland, College Park (Fall, 1969). (Anne Collins, Glenwood C. Brooks, Jr. and William E. Sedlacek)

The report summarizes responses of University of Maryland undergraduates on selected items of the 1969 University Student Census. Undergraduates were split almost evenly on the question of whether the University should actively recruit black students. Twenty-three percent of all students felt that the main reason there were so few blacks at the University was that blacks prefer to go to black colleges, while another 23% felt the University's "racist practices" or "racist image" discouraged blacks from attending. Over half of all undergraduates felt the University should use its influence to improve social conditions in the state. The report also contains data on student views of how the state can improve higher education for blacks.